

## Do Family Backgrounds Control Students' Motivation and Achievement in Learning a Foreign Language? The Case of One Islamic Senior High School in Jambi

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### Abstract

The purpose of this mixed methods study was to explore the relationship between family backgrounds of senior high school students and their motivation and achievement in learning English at one Islamic senior high school in Jambi city. Data were collected through questionnaire, interview, and written document (students' English scores). Data were analyzed by using descriptive statistics and Pearson Product Moment Correlation while interview data were categorized to support the quantitative data. It was found that first there was no significant relationship between family backgrounds (parents' occupation and educational background) and students' motivation at Islamic senior high school in learning English. Second, there was no significant relationship between family backgrounds (parents' occupation and educational background) and students' achievement at Islamic senior high school in learning English. Based on the result of interview data analysis, it found that there were lacks of parents' roles in students' achievement. This study provided information for policy makers, school leaders, researchers, and teacher educators to understand how the relationship between family backgrounds, motivation, and achievement in learning English at the school level.

**Keywords:** family backgrounds, motivation, achievement, learning English, *madrasah aliyah*

### Abstrak

Tujuan dari penelitian campuran ini adalah untuk mengkaji hubungan antara latarbelakang keluarga siswa Madrasah Aliyah, motivasi dan prestasi belajar dalam belajar Bahasa Inggris di sebuah Madrasah Aliyah di kota Jambi. Data dikumpulkan melalui angket, wawancara, dan nilai akhir Bahasa Inggris siswa. Data dianalisa menggunakan statistik deskriptif dan korelasi *Pearson Product Moment*. Sementara itu, data wawancara dikategorikan untuk mendukung data kuantitatif. Hasil penelitian ini menunjukkan bahwa pertama, tidak ada hubungan yang signifikan antara latarbelakang keluarga siswa dan motivasi belajar Bahasa Inggris. Kedua, tidak ada hubungan yang signifikan antara latarbelakang keluarga siswa dan prestasi belajar Bahasa Inggris. Hasil interview juga menunjukkan bahwa peran orang tua yang kurang dalam mendukung prestasi belajar Bahasa Inggris di Madrasah Aliyah yang diteliti. Penelitian ini memberikan informasi penting bagi para pengambil kebijakan, pimpinan sekolah, peneliti, pendidik guru tentang bagaimana hubungan antara latarbelakang keluarga siswa, motivasi dan prestasi belajar dalam belajar Bahasa Inggris pada tingkat sekolah.

**Kata kunci:** latarbelakang keluarga, motivasi, prestasi, belajar Bahasa Inggris, madrasah aliyah

## Introduction

A variety of factors influence success in learning a foreign language including learning English language and one of them is motivation. Ellis (1997, p.75) said, "Motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2". More importantly, motivation in learning English is also shaped by a variety of factors like family inputs, teacher inputs, and school inputs. Levin (1994) explained that family input included race and socioeconomic status as reflected in parental income and education. Then teacher inputs included their licensing credentials, teaching experience, and education in terms of degrees completed. He also added other inputs which typically included class size and facilities such library books and laboratories. Furthermore, Hanushek (2003) added that peer inputs were typically aggregates of student socio-demographic characteristics or achievement for a school or classroom. Then the school inputs included teacher background (education level, experience, sex, race, and so forth), school organization (class sizes, facilities, administrative expenditure, and so forth), and district or community factors (for example, average expenditure levels). Hanushek (2003) argued that student achievement in learning is much influenced by family influences, peers, and schools. As one of the influential factors, family background seems to play an important role in students' achievement. The importance of family backgrounds has been documented by Coleman, Hobson, Mcpartland, Mood, Weinfield, and York (1966) who found that family background characteristics seemed to predict student achievement more fully than teacher and other school characteristics. Additionally, Ojimba (2013) said that a student's home environment could become an agency which will help the construction of student attitudes and school achievement.

Related to the context of this study and the focus on the students' family backgrounds, the preliminary study in one Islamic Senior High School in Jambi city had indicated that most of the students had been living in orphanage. Living in orphanage does not mean that all of them are orphans. According to EMIS (Education Management Information System) data of this school, most of them came from middle – low economic level families in which their parents' occupations were mostly farmers. Moreover, their parents' level of education were mostly elementary – high school. In addition, they came from various regencies in Jambi Province. Then, another finding of this preliminary study was that most of the students tended to get low achievement in learning English. It could be seen from their scores in learning English. Most of them achieved below 70, only some of them could get more than 70. According to Levin (1994) and Hanushek (2007), the most common measures of family input which is related to student achievement are parental income, education, and family size while Woessmann (2004, p.10) added "the educational level attained by parents is strongly related to student performance in all European countries, as well as the United States". Also, Attamimi and Rahim (2011) in Yemen found that there was tangible evidence of the existence of a strong relationship between parental occupation, cultural capital, and the Yemeni students' motivation to learn English. The findings of Levin's (1994), Hanushek's (2007), Woessmann's (2004), and Ojimba's (2013) study indicated that family backgrounds had influenced students' motivation and achievement in learning at school and particularly, Attamimi and Rahim's (2011) study indicated the effect of family backgrounds on the Yemeni students' motivation to learn English.

However, the situation of schools in the USA, Europe, and Yemen is definitely different from the one in Indonesia, where most of the students who study in public schools come from a variety of family backgrounds, particularly, in the context of this study where most of the students came from low income families and live in orphanage. Additionally, much of the

research on family background towards students' motivation and achievement is from other countries and schooling there differs in many significant respects from Indonesia. Research on family background towards students' motivation and achievement in Indonesia is still rare. Lack of research on family backgrounds and its relationship with student motivation and achievement in learning English will not be able to provide low income family students with programs for helping them succeed in learning English at school, which finally may discourage or demotivate them to learn English. This phenomenon encourages the researcher to do research on family backgrounds toward students' motivation and achievement in learning English at one Islamic senior high school in Jambi city.

The purpose of this study was to explore the relationship between family backgrounds of senior high school students and their motivation and achievement in learning English. Besides, this study also aimed to describe the students' family background and to explain the level of students' motivation and achievement in learning English. To achieve the purpose of this study, the guiding research questions for this study were: (1) What is the students' family background? (2) What is the level of students' motivation in learning English? (3) What is the level of students' achievement in learning English? (4) Is there any relationship between family background and students' motivation and achievement at one Islamic senior high school in learning English? and (5) How is the relationship between family background and students' motivation and achievement at one Islamic senior high school in learning English? Additionally, this study tested the following null hypotheses to address the research question:

- H<sub>01</sub> : There is no significant relationship between parents' occupation and students' motivation at Islamic senior high school in learning English
- H<sub>02</sub> : There is no significant relationship between parents' educational background and students' motivation at Islamic senior high school in learning English
- H<sub>03</sub> : There is no significant relationship between parents' occupation and students' achievement at Islamic senior high school in learning English
- H<sub>04</sub> : There is no significant relationship between parents' educational background and students' achievement at Islamic senior high school in learning English

## Review of Literature

This study was discussed under three theoretical standpoints. They were used as a frame of thought. The first is a model of parental influences on their children's motivation and achievement which is proposed and elaborated by Eccless and her colleagues (Barber & Eccles, 1992; Eccles, 1989, 1993; Eccles & Harold, 1993). The second is parenting factors towards students' motivation which is proposed by Eccles, Wigfield, and Schiefele (1998). The last is parents' socio-economic roles towards students' achievement which is proposed by Simich-Dudgeon and Weinstern-shor (2004 as cited in Ojimba, 2013). They were applied as a lens to describe and understand the relationship between family backgrounds and students' motivation and achievement in learning English at one Islamic senior high school in Jambi city.

## Family background

Family background seems as one of factors that gives influence to students' motivation and achievement. It has been documented in some research (Ojimba, 2013; Woessmann, 2004; Attamimi & Rahim, 2011; Turner, Chandler & Heffer, 2009; Adenike, 2013; Christian, Morrison, & Bryant, 1998; Ali, Haider, Munir, Khan, & Ahmed, 2013; Neuenschwander, Vida, Garret, & Eccles, 2007; Ghaemi & Yazdanpanah, 2014; Tiller, Garrison, Block, &

Cramer, 2000). Family backgrounds like parental income, education, and family size appear as the family input related to students' achievement (Levin, 1994; Hanushek, 2007). Furthermore, parenting styles like authoritarian parents or permissive parents could also determine the students' performance. Turner et al. (2009) found that parenting characteristics such as supportiveness and warmth continue to play an important role in influencing a student's academic performance even after entering college. The results of this study demonstrate that parental influence plays an important role in young adults' academic performance even during a time of transition to life away from home. According to Eccles and Davis-Kean (2005), distal parent characteristics such as genetic endowment, education, cultural group membership, occupation, income, etc., influence their children's educational attainment through their influence first on parents' beliefs and behaviors, which, in turn, influence their developing children's skills, values, motivation, and self-concepts, which, in turn, influence the children's engagement in a wide variety of activities. This engagement, over time, determines the children's educational attainments.

Previous studies identified four influential parental factors: (1) parental, familial and neighborhood characteristics; (2) parents' general beliefs and behaviors; (3) parents' child-specific beliefs; and (4) parent-specific behaviors. The parental, familial, and neighborhood characteristics include parental education, occupation, household income, marital status, number of children and cultural traditions. Parent's general beliefs and behaviors refer to their child-rearing beliefs and parenting styles, efficacy beliefs, worldview, locus of control, and so forth. The parents' child-specific beliefs refer to the parents' beliefs about their children's abilities and expectations for their success. The parent-specific behaviors include the amount of time spent with the child, teaching strategies, career guidance encouragement to participate in various activities, and so forth. Creating an environment where the child can be exposed to academic-oriented vocabulary and books had been found to be influential over the child's success at school (e.g., Goldenberg, Rueda, & August 2008 as cited in Butler 2013). The English proficiency of parents may be considered an index for the level of English support provided at home or may serve as a function of indirect modeling (e.g., Portes & Hao 1998 as cited in Butler 2013). According to Wigfield and others (2006 as cited in Butler 2013), all four of these factors interact with each other as well as with a fifth factor, namely, the child and sibling characteristics (e.g., gender, past performance, aptitudes, personality, and birth order), and influence the child's achievement and motivation to various degrees.

On the other side, other studies had focused on parental socio-economic status or family background related to students' achievement and motivation (Ojimba, 2013; Attamimi & Rahim, 2011; Woessmann, 2004; Ali et al., 2013; Brecko, 2004; Ghaemi & Yazdanpanah, 2014; Farooq, Chaudhry, Shafiq, & Berhanu, 2011; Suleman, Aslam, Hussain, Shakir, Khan, & Nisa, 2012; Pedrosa, Dachs, Maia, & Andrade, 2007; Martha, 2009; Blevins, 2009; Ali, 2012; Barry, 2006). These studies tended to state the same thing, i.e. there is a relationship between socio-economic status of parents and students' motivation and achievement. Ojimba (2013) found that there is a significant relationship between home support for mathematics, socio-economic status of parents and students' achievement in mathematics. Home support which was meant is like providing mathematical kits to enhance students' achievement in mathematics and helping students' in doing their homework. In addition, Attamimi and Rahim (2011) in his study which was done in Yemen provided tangible evidence of the existence of a strong relationship between parental occupation, cultural capital, and the Yemen students' motivation to learn English. Furthermore, Suleman et al. (2012) concluded in their study that parental socio-economic status; parents' educational level, parental occupational level, and parental income level affect the academic achievement of secondary school students. To conclude, the findings of those several studies seem to state that family

socioeconomic-demographic characteristic is not the only factor in shaping the students' achievement. There are other factors like parenting style, parents' expectation, etc.

### ***Parents' educational background***

Anderson, Case, and Lam (2001 as cited in Maswikiti, 2005) said that parent's education was important as a factor for socio-economic status (SES) because there was a correlation between high parental education and higher school attainment for the child. They argued that this correlation could be due to educated parents being better able to assist their children with their school work, or it could be due to educated parents being able to afford putting their children in better schools, with a high quality of education. It is assumed that parents with a higher education have a high paying job, which allows them to be able to send their children to better schools, with a high quality of education. This also correlated with the parents income, which as it was stated above is one of the SES indicators used in this type of research. Parent's income is noted as having a significant effect on a child's cognitive development in relation to the family being able to afford not just good education or effective pre-primary schools that allow for beneficial cognitive development, but also nutrients which allow for full development. They then conclude that parent's level of education and income has a strong association to how children will perform at school and on IQ measures; which shows the effects of SES.

According to Kirk (2000 as cited in Korir and Kipkemboi, 2014), many researchers have noted that educational attainment of a child's parents is a good predictor of the academic performance of the learner. Parents who have a college education could be better equipped to help children with the homework and the understanding of the concepts than a high school educated, other things being equal. Furthermore, Musgrave (2000 as cited in Korir and Kipkemboi, 2014) added that a child who came from an educated family would like to follow the footsteps of his/her family and by this, work actively in his/her studies. Davis-Kean (2005 as cited in U.S. Department of Education's National Center for Education Statistics (NCES), 2014) documented that parental education influenced how parents structure their home environment and their interaction with their children in order to promote academic achievement. This finding suggested that if parents could provide a nurturing and stimulating environment, the negative effects of a lack of income may be minimized. Moreover, Chiu and Ko (2008) has documented in their study that many studies revealed that the level of parental education was a determining factor in children's reading abilities and achievement. Parents with higher schooling placed greater value on education and thus provided more materials and school-related activities for their children (Baker et al., 1995 as cited in Chiu & Ko, 2008). Some research further investigated the influence of maternal education. Marks (2008 as cited in Chiu & Ko, 2008) compared the influence of father's and mother's socioeconomic characteristics on student performance by analyzing the data from the OECD's 2000 Program for International Student Assessment (PISA) study that examined student achievement in reading, mathematics and science. He found that in a larger number of countries the effects of mother's education on reading are stronger than that of father's education. In conclusion, there are several parental factors having influence on children's reading. Among all, mother plays an essential role in her child's reading.

### ***Motivation***

The word motivation originates from the Latin verb *movere* which meant 'to move'. What moves a person to make certain choices, to engage in action, to expend effort and

persist in action (Dornyei & Ushioda, 2011). Westwood (2004) said that motivation played a central role in human learning. Wlodkowski (2008) stated that being motivated meant being purposeful. The students use attention, concentration, imagination, passion, and other processes to pursue goals, such as learning a particular subject or completing a degree. Therefore, when the students get bad scores in learning, fail to complete their task, do not want to give any attention to teacher's explanation, or do not have willingness to study English subject, the teacher often blame them having lack of motivation.

However, if the teachers want to see from different angle, they will see that motivation is not only from inside but also outside. We know the term intrinsic and extrinsic motivation. Harmer (2003) said that extrinsic motivation was the result of any number of outside factors, for example the need to pass an exam or the possibility of future travel. By contrast, intrinsic motivation came from within the individual. Thus, a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

It is already explained in the previous section that parents' socio-economic status or family demographic relates to students' motivation. Related to *self-determination theory* (Dornyei & Ushioda, 2011) which is proposed by Deci and Ryan (1985), parents' contribution can be included in *external regulation*. In fact, they placed extrinsic forms of motivation on a continuum representing different degrees of external control or internal regulation (self-determination), depending on how internalised these extrinsic goals are. The four types of extrinsic motivation according to self-determination theory in Dornyei and Ushioda (2011) are; (a) *external regulation* refers to the least self-determined form of extrinsic motivation, coming entirely from external sources such as rewards or threats (e.g. teachers' praise or parental confrontation); (b) *introjected regulation* involves externally imposed rules that the student accept as norms to be followed in order not to feel guilty (e.g. rules against playing truant); (c) *identified regulation* occurs when the person engages in an activity because he or she highly values and identifies with the behaviour, and sees its usefulness (e.g. learning a language which is necessary to pursue one's hobbies or interests); and (d) *integrated regulation* is the most developmentally advanced form of extrinsic motivation, involving choiceful behavior that is fully assimilated with the individual's other values, need and identity (e.g. learning English because proficiency in it is part of an educated cosmopolitan culture one has adopted). In addition, Dornyei and Ushioda (2011) reviewed that educational psychologists have long recognized that various family characteristics and practices are linked with school achievement and one of the central mediators between family and school is generally thought to be motivation. Eccles et al. (1998 as cited in Dornyei & Ushioda, 2011) summarized four parenting factors have been traditionally identified as significantly shaping student motivation: (a) developmentally appropriate timing of achievement demands/pressure, (b) high confidence in one's children's abilities, (c) a supportive affective family climate, and (d) highly motivated role models.

Eccles et al. (1998) stated that those variables usually operated in combining with each other to foster high need achievement like found by Katkovsky, Crandall, and Preston (1964). They found that the greater the value parents placed on their own intellectual competence, the more likely they were to participate in children's intellectual activities. By involving themselves in these activities, it is likely that these parents modeled competent achievement-motivated behaviors. Such parents also strongly encouraged their children to engage in intellectual achievement activities and reacted strongly to their children's achievement efforts. Consequently, in these families, the children were exposed simultaneously to all of the socialization experiences linked to high need-achievement motivation.

## Achievement

According to Syah (2012, p.216), “presenting an ideal learning outcome should include psychological changes that had changed as a result of students’ experience and learning process”. However, it is quite hard to present the changes in students’ behavior because the alteration in learning outcomes tends to be intangible. So, the points in measuring and gaining the students’ performance or achievement is by knowing the indicators which are related to kind of achievement to be measured.

There are two approaches in evaluating or measuring the students’ achievement; (1) norm-referencing or norm-referenced assessment, and (2) criterion-referencing or criterion-referenced assessment (Tardif et al. 1989 as cited in Syah, 2012). *Norm-referenced assessment* compares an examinee’s performance to that of other examinees. The goal is to rank the set of examinees so that decision about their opportunity for success can be made. On the other hand, *criterion-referenced assessment* differs in that each examinee’s performance is compared to a pre-defined set of criteria or a standard. The goal is to determine whether or not the candidate has the demonstrated mastery of a certain skill or set of skills.

After having the indicators and gaining the students’ score, teachers need to know how to determine the minimum score (passing grade) for students to be passed. There are some ways in measuring students’ achievement; (1) 0 – 10 score scale, and (2) 0 – 100 score scale. “The lowest score which states the passing grade for 0 – 10 scale is 5,5 or 6 while for 0 – 100 scale is 55 or 60” (Syah, 2012, p.222). Thus, for students who could pass that passing grade or possess score more than 6 or 60, it means that they had completed more than half of the given task or answered more than half questions in evaluation instrument correctly. However, it needs to be considered for teachers at school to determine higher passing grade like 65 or 70 for core subject. “The core subject includes language and mathematics (without diminishing the importance of other lessons) because those two lesson is a ‘key’ for other knowledge” (Syah, 2012, p. 223). Focusing in certain passing grade is already common in other countries and has encouraged the advancement of student learning in other subject areas.

Socio-Economic Status (SES) is a term used to summarize a variety of factors, including parental education and occupations that influence student performance. Simich-Dudgeon and Weinstern-shor (2004 as cited in Ojimba, 2013) found that other socio-economic characteristics (e.g. parents’ education, income, median age, home ownership, number of children) taken into consideration, students are more likely to succeed academically if their parents actively support their learning. They outlined the socio-economic roles of parents in students’ achievement as: (a) Provide a home environment that supports children’s learning needs, (b) Volunteer in schools as aides or in other roles, (c) Monitor children’s progress and communicate with other personnel, and (d) Tutor children at home to reinforce work done in school.

Secada (2001 as cited in Ojimba, 2013) noted that children who were deeply involved with their families tend to ‘persistently ask questions’ to continually observe and participate in the mature activities of the communities. They tend to adopt strategies such as looking, reading, and manipulating to repeatedly explore exhibits. In addition, Sticht and Weinstein-shr (2005 as cited in Ojimba, 2013) found that children’s achievement in school was directly correlated with the mother’s level of education as mother is usually the first teacher. Furthermore, constructing conversations, talking about books and pictures in those books, telling bedtime stories, reading aloud, and asking questions are important steps towards developing the children’s literacy skills.

However, researchers have documented many difficulties experienced by the parents on the education of their children especially in mathematics. McCollum and Russo (2003 as cited in Ojimba, 2013) outlined the following four concerns: (1) Parents do not necessarily see structured time together as beneficial to their children, nor do they always see the learning value of play, (2) Parents may unwittingly subvert the purpose of the time together by taking over the tasks themselves to make sure that they are done properly, (3) Creating activities that all participants can carry out together is difficult. Older children are often more proficient in English than their parents, which can complicate group dynamics, and (4) Many parents look at parent – child time as simply the price they must pay to have access to the adult instruction.

## **Methodology**

### ***Research design***

The purpose of this study was to look into the relationship between family backgrounds of senior high school students and their motivation and achievement in learning English. The result of this research would not be generalized to any other places or phenomenon. It only wanted to get more understanding and rich information about the students' family background in relation with their motivation and achievement in learning English and also to see whether there was a reliable relationship between the family background and the motivation and students achievement in learning English, especially in one Islamic senior high school in which this study was conducted. In response to the objective of this research, a survey design with mix-method approach was used. This study was more on quantitative major, qualitative was the minor one. Then, this study was delimited only at one Islamic senior high school in Jambi city. Furthermore, most of students in this Islamic senior high school live far from their parents. They live with their relatives (uncle, aunt, or grandparents) or live with other students in orphanage. Thus, the participants in this study was restricted only students who lived without their parents. This study was aimed to analyze the relationship between the family background and students' motivation and achievement.

### ***Research site, sampling, and participants***

This study was conducted in one Islamic senior high school in Jambi city. This is not a state school, but a private school. This school was lack of facilities and infrastucture. There was not any laboratory. There were only three classrooms while the number of classes was six. Based on the observation, two classes were placed in the musholla and one more class was situated in the empty space. The condition of the classroom was also not good enough because some classes did not get enough light intensity so it was quite dark. Moreover, for students who studied at musholla, there were not chairs. There were only tables, so they sat on the floor. The condition did not support for studying. Furthermore, this school library needed more books to support teaching and learning process. This school had around 137 students and 19 teachers and 1 administration staff when this study was conducted. Among those 19 teachers, there was only 1 teacher whose status was a civil servant. The total number of the students was around 137 students.



**Table 1.** Total numbers of students (population)

Classes	Number of Students
X A	23
X B	29
XI Science	21
XI Social Science	29
XII Science	16
XII Social Science	19
<b>Total</b>	<b>137</b>

Actually, most of students in this school were not living with their parents. They could live in orphanage or live with relative. They lived in orphanage because one of their parents was passed away or their parents can not support their study financially. Furthermore, most of students who study in this school were from family which is in low – middle economic status. Then, most of the students' parents graduated from elementary – high school. Moreover, the students in this school tended to show low achievement in learning English. It could be proved by the score which they got. It was below 70 for most of them. So, to meet the objective of this research, I selected the students to be the participants. In selecting the participants, I employed some criteria. The criteria of students who were considered as rich participants shown in the table below:

**Table 2.** Criteria of rich participants

Criteria	
	1) the students who live without their parents (in orphanage or with family)
	2) the students who have willingness to contribute in this study

Then, I chose total sampling method. It was chosen because it was considered as the most suitable sampling procedure in this case study research. So, the researcher chose all students who met the criteria of rich participants. I chose all students who did not live with their parents as the participants' of this study. The total number of participants for this study was 83 students. To find the participants to be interviewed, I chose them based on their answer on the given questionnaire. The questionnaire was set to seek students' personal data and their family background related to motivation and achievement in learning. So, if the students could state and convey their mind and answered the questions well, they were possible to be chosen. At the end, I selected the name randomly. The total number of participants for interview session was 22 students. Finally, I chose students' parents randomly to be interviewed. After considering the time and the distance where they lived, I chose two students' parents consisted of two mothers and one father.

### **Data collection**

There were three instruments used in this study. All of the instruments were set to answer the research questions. They were questionnaire, interview, and written document (students' English scores). The written document which was meant in this study was the participants' English score in the second semester. The English scores were used to know the students' achievement in learning English. This is related to the research questions number (3) *what is the level of students' achievement in learning English?*. The score was gathered after the second semester was conducted at that school. Then, there were three sets of questionnaire that were used in this study. The first questionnaire was used to explore the

students' personal data and their family background related to motivation and achievement in learning. The questionnaire was developed by the researcher herself. The questionnaire was in open-ended questionnaire which consists of 11 questions. The second instrument was aimed to look at students' demographic family. So, it was set to answer the research question number (1) *what is the students' family background?*. The questionnaire dealt with some aspects: parents' occupation, parents' education, family size, book possession, and reading habit. The questionnaire was adapted from the previous study which was done by Atamimi and Rahim (2011) with some questions added to suit with the objective of this study. The questionnaire was open-ended questionnaire consisting of 11 questions. The third questionnaire was used to know the students' motivation in learning English. The questionnaire was adapted from the motivation questionnaire used by Taguchi et.al (2009) which was quoted from Dornyei and Usioda (2011). The questionnaire was modified to suit the objective of this study. The questionnaire consists of 40 statements which were used to gained students' motivation towards learning English which was derived from the concept of extrinsic motivation according to self-determination theory in Dornyei and Usioda (2011). The participants responded to each item based on an Expanded Likert scale of five points, ranging from *Strongly Disagree* to *Strongly Agree*. Here are the description of the questionnaire.

**Table 3.** Description of questionnaire

Questionnaires	Topics	No. of Questions
1 <sup>st</sup>	students' personal data and their family background related to motivation and achievement in learning English	11
2 <sup>nd</sup>	Demographic Family <ol style="list-style-type: none"> <li>1. parents' occupation</li> <li>2. parents' education</li> <li>3. family size</li> <li>4. book possession</li> <li>5. reading habit</li> </ol>	11
3 <sup>rd</sup>	Motivation in learning English <ol style="list-style-type: none"> <li>1. External Regulation</li> <li>2. Introjected Regulation</li> <li>3. Identified Regulation</li> <li>4. Integrated Regulation</li> </ol>	40

Last, interview was administered in this study. The interview was conducted three times in this study. These interviews gained the qualitative data for this study. This qualitative interview was conducted in order to obtain in-dept information about the participant's thoughts, beliefs, knowledge, reasoning, motivations, and feelings about a topic (Johnson & Christensen, 2008).

To facilitate the process of eliciting supporting data, interview guide approach is applied. According to Johnson and Christensen (2008), interview guide approach starts with the interviewer making a plan to explore specific topics and specific open-ended questions to be asked. However, the interviewer does not have to follow these topics and questions during the interview session. The interview can change the wording of any questions listed in the

interview protocol. The strengths of this kind of interview are the outline increases the comprehensiveness of the data and makes data collection somewhat systematic for each respondent. Then, logical gaps in data can be anticipated and closed. All in all, interviews remain fairly conversational and situation. Thus, there were 18 open-ended questions which were asked in the first interview session which were set by the researcher herself. The interview was done in-person interviews (face-to-face). The interview protocol consisted of four parts which included students experiences living far from family, family background related to students motivation, family background related to students achievement, and concluding statements.

Then, there were also 25 open-ended questions which were also set by the researcher herself for the second interview. The interview was conducted as a follow-up in order to gain the data about the learning difficulties. It was done because the researcher wanted to explore more about the finding of this study. The interview protocol consisted of ten parts which included difficulties in learning English, learning preferences, English in previous school, role model in learning English, learning needs, parents' contribution, school's contribution, peers' contribution, teacher's contribution, and closing questions. Last, there were 20 questions which included nine parts. They were place and reason to live away from parents, communication, monitoring progress, confidence in child's abilities, opinion about English and support from parents, tutor children at home, achievement demands, involving at school, and parents' expectation.

### ***Validity and reliability***

For establishing the validity of this study, the researcher applied some criteria which proposed by Altheide and Johnson (1994 as cited in Gall, Borg, & Gall, 2003), usefulness, triangulation, and member checking. Usefulness means that the benefits which will be brought by this study to the readers such as teachers, reserachers, practitioners, or policy makers who have same interest like this study. Like Gall, Borg, and Gall (2003) said that one way in which a case study could be useful was that it enlightened the individuals who read the report of its findings. Another way in which it could be useful was that it liberated the individuals being studied, readers of the report, or some other group. Triangulation (Gall, Borg, & Gall, 2003) refers to the process of using multiple data-collection methods, data sources, analysts, or theories to check the validity of case study findings. It helps to eliminate biases that might result from relying exclusively on any one data-collection method, source, analyst, or theory. In this study, the data were gained through questionnaire, interview, and written document. Member checking is the process of having these individuals review statements made in the researcher's report for accuracy and completeness. In this study, the reseracher will deliver the transcript and also data interpretation to the participants to verify the data accuracy. Also, the researcher will provide detail information about the participants and the setting of the research that enable the reader get information about actual situation.

Before conducting the research, the researcher administered pilot-test for the questionnaire firstly, especially questionnaire which asked about motivation. The purpose was to know the reliability and also the validity of the questionnaire. It is very important to do because the questionnaire would be used later in the research. Moreover, the questionnaire was one of the main instrument in gaining the data about motivation. In this research, the pilot-test was given to the students who live with parents. They were the students of tenth and elevent grade. There were 19 students completing the questionnaire. The questionnaire consisted of certain numbers of statement seeking about students' motivation towards learning English which is derived from the concept of extrinsic motivation according to self-

determination theory (Dornyei & Usioda, 2011). There are 4 motivation variables in that questionnaire. They are *external regulation*, *introjected regulation*, *identified regulation*, and *integrated regulation*. Each statements has 5 responses. They are *strongly agree*, *agree*, *not sure*, *not agree*, and *strongly not agree*. In fact, the pilot-test questionnaire was administering twice. The first administering, the questionnaire consists of 20 statements in which 5 statements under each part. However, the test result was not valid and reliable, the researcher administered the second pilot-test questionnaire. In order to know the reliability of the questionnaire, the data were analyzed by using *cronbach's alpha* formula using SPSS v20.0. According to Johnson and Christensen (2008, p.149), "a popular rule of thumb is that the size of coefficient alpha should generally be, at a minimum, greater than or equal to .70 for research purpose . . ." In short, the researcher took .70 as the minimum coefficient in stating the reliability of the questionnaire. Furthermore, to know the validity of each item in the questionnaire, the data were analyzed by using *pearson product moment correlation* using SPSS v20.0.

In the first pilot-test questionnaire, the questionnaire consisted of 20 statements. Those statements were used to collect data on the students' motivation to learn English. Based on the test result, the questionnaire was not reliable because none of the variable were  $\geq .70$  as the minimum coefficient alpha according to Johnson and Christensen (2008). Also, the test of validity used the Pearson product moment. The number of participants (N) was 18 students. The degree of freedom (df) is 16 ( $df = N - 2$ ). Then, the level of significance is 0.05 (5%). So, the r table product moment is .468. Most of the statements were not valid. There were only six statements are valid. They are statements A5, C2, C,4, D1, D3, and D5. It meant that this questionnaire needed to be revised and added in order to be reliable and valid.

Due to the result of the first pilot-test questionnaire, I did some revisions in the questionnaire. I added five statements into each motivation variable, so there were ten statements in each motivation variable. The total number for the second pilot-test questionnaire was 40 statements. I also revised some statements in order to simplified it. Based on the test result, the questionnaire was reliable because all of the variable were  $> .70$  as the minimum coefficient alpha according to Johnson and Christensen (2008). The number of participants (N) in this second pilot-test questionnaire was 19 students. The degree of freedom (df) was 17 ( $df = N - 2$ ). Then, the level of significance was 0.05 (5%). So, the r table product moment was .455. Most of the statements were valid. There were only nine statements that were not valid. It meant that the questionnaire unnecessary to be revised because almost the questionnaire was 77,5% valid.

### **Data analysis**

The data in this study were gained from written document, three sets of questionnaire, and interview. The students' personal data and their family background related to motivation and achievement in learning which were provided from the first questionnaire were used in the analysis to strengthen the data which was gained from the other instruments. The data from the questionnaire were also used and analyzed to select the participants for interview session. After that, from the second questionnaire, I got the data about the participants' demographic family such as parents' occupation, parents' education, family size, book possession, and reading habit. Because the questions were open-ended questions, so I categorized the data and interpreted by using descriptive statistical analysis like percentage, graphic, etc. in analyzing the data.

Then, the third questionnaire provided information about students' motivation. There were four motivational variables in this data: external regulation, introjected regulation,

identified regulation, and integrated regulation. The data were taken in form of Likert Scale. For this data, the researcher looked for the reliability and also the validity of the instrument. Besides, I also sought for the mean and the standard deviation of the motivational variables in analyzing the data. By examining the result of analysis, I could also describe the students' motivation. To know about it, I created the category based on the mean for each variable in that motivation. Here are the steps;

- Put the score in order (low-high)
- Count the range (R) of the score,  $R = \text{High score} - \text{low score}$ ,  $R = 5 - 1 = 4$
- Determine the number of class interval, there are 5 class interval.
- Count the interval class,  

$$P = \frac{R}{K}$$

$$P = \frac{4}{5} = 0,8$$
- Determine the class limit, here are the result

**Table 4.** Mean score interpretation for variable in motivation

Score interval	Category
1,00 – 1,79	Very low
1,80 – 2,59	Low
2,60 – 3,39	Fair
3,40 – 4,19	High
4,20 – 5,00	Very high

Then, the students' performance was collected. This data were useful for describing the participants' achievement in learning English. This written document was students' scores. The students' scores were interpreted into some category based on the frequency distribution's table below. I did these steps in creating that table (Riduwan, 2003, p. 69);

- Put the score in order (low – high)
- Count the range (R) of the score,  $R = \text{High score} - \text{low score}$ ,  $R = 95 - 35 = 60$
- Count the number of the class (K) with Sturges,  $K = 1 + 3,3 \log n$ ,  $n = \text{number of entries}$ ,  $K = 1 + 3,3 \log 83$ ,  $K = 1 + 6,3327 = 7,3327 \approx 7$
- Count the interval class  

$$P = \frac{R}{K}$$

$$P = \frac{60}{7} = 8,57 \approx 9$$
- Determine the class limit

**Table 5.** Score interpretation for the participants score in learning English

Score	Category
35 – 43	Very Poor
44 – 52	Poor
53 – 61	Weak
62 – 70	Fair
71 – 79	Good
80 – 88	Very Good
89 – 97	Excellent

Next, I analyzed the correlation among the variables. The dependent variables in this study were students' motivation and students' achievement. The independent variable in this study was students' family background. The *Pearson product-moment correlation coefficient* (r) was employed for this purpose. However, the calculation in analyzing the correlation was

done by using SPSS v.20. In order to test the hypothesis, I looked at this following rule (Widiyanto, 2013):

- Comparing the value of  $r$  table with  $r$  product moment  
If the value of  $r > r$  table, then variables there is a significant correlation between  
If the value of  $r < r$  table, then there is no significant correlation between variables
- Seeing the value of significance  
If the significance value  $< 0.05$ , then variables there is a significant correlation between  
If the significance value  $> 0.05$ , then there is no significant correlation between variables

Then, the value of  $r$  is  $-1 \leq r \leq 1$  (the value of  $r$  is between -1 and 1). Brown (1996) wrote that a coefficient could reach as high as +1 if the relationship between variables was perfectly direct, or positive. Alternatively, a correlation coefficient could be negative with a value as strong as -1 if the relationship was perfectly opposite, or negative. A zero could also result if no relationship existed between the variables. Next, to interpret the degree of  $r$  coefficient or the relationship, the researcher confirmed to this table (Siregar, 2014, p. 337);

**Table 6.** Interpretation of correlation coefficient ( $r$ )

$r$	Interpretation
.00 - .19	Very weak
.20 - .39	Weak
.40 - .59	Moderate
.60 - .79	Strong
.80 - 1.0	Very strong

Furthermore, the data were not only analyzed by using descriptive or inferential statistic, but it was also described more and explored in-depth with data interpretation from the interviews which were administered in the last series of the gaining the data.

## Findings and Discussion

### *Demographic profile*

This study applied a total sampling in choosing the participants in which the students who did not live with their parent(s) were the participants of this study. However, due to the timing of the research did not match with the teaching-learning activity, the twelfth grade students did not participate in this study. They had to focus on the preparation for the national examination (UN) and the national examination itself. The tenth and eleventh grade students who did not live with their parent(s) became the participants of this study, while the others who lived with their parent(s) became the participants for the try-out of questionnaire.

**Table 7.** Number of participants

Classes	Number of students	Living with parent(s)	Not living with parent(s)
X Science	23	1	22
X Social Science	29	5	24
XI Science	21	6	15
XI Social Science	29	7	22
<b>Total</b>	<b>102</b>	<b>19</b>	<b>83</b>

From the table above, participants for this study only students who sat in the tenth and eleventh grade. The total number of the students were 102 students. However, among 102 students, there were 19 students who lived with their parent(s) and 83 students who did not live with their parent(s). So, those 19 students became the participants for the try-out questionnaire. The 83 students became the participants for this study. Furthermore, all the questionnaires which were distributed by the researcher were given back to the researcher. All the students were cooperative in conducting this study.

**Table 8.** Participants demographic profile

Demographic profiles	Choice	N	Percentage
Class	X Science	22	26,5%
	X Social Sciences	24	28,9%
	XI Sciences	15	18,1%
	XI Social Sciences	22	26,5%
	15	7	8,4%
Age	16	27	32,5%
	17	37	44,6%
	18	10	12%
	19	2	2,4%
Gender	Male	30	36,1%
	Female	53	63,9%
	Orphanage	75	90,4%
Place of living	Relatives' house	3	3,6%
	Boarding House	5	6%
Length of stay	≤ 1 tahun	48	57,8%
	> 1 tahun	35	42,2%
Reason for staying	Own willing	66	79,5%
	Parents willing	17	20,5%

**Research Question (1): What is the students' family background?**

In the questionnaire, I not only explored about the participants demographic profile, but also about their family background. The researcher sought information about parents' occupation, parents' educational background, family size, book collection, and reading habit. In the questionnaire, I also found that some students only had one parent, father or mother, because one of their parents already passed away or their parents divorced. Moreover, few of them did not have parents anymore, and they lived with their grandmother or grandfather in the village. Here are the information.

**Table 9.** Participants' family demographic profile

Demographic profile		Choice	N	Percentage
Parents Occupation	Father	Not working	7	8,4%
		Working	76	91,6%
	Mother	Not working	49	59%
		Working	34	41%
Parents	Father	Elementary	48	57,8%

Educational Background		Junior high	28	33,8%
		Senior high	7	8,4%
		None	2	2,4%
	Mother	Elementary	55	66,3%
		Junior high	17	20,5%
		Senior high	9	10,8%
Family Size	Number of siblings	$\leq 3$	29	34,9%
		4 – 6	41	49,4%
		$> 7$	13	15,7%
	Number of people in house	$\leq 3$	6	7,2%
		4 – 6	54	65,2%
		$> 7$	23	27,6%
Book Collection	Number of books possession	None	40	48,2%
		0 – 10 books	25	30,1%
		11 – 25 books	12	14,5%
		26 – 100 books	4	4,8%
		101 – 200 books	0	0%
		$> 200$ books	2	2,4%
Reading Habit	Father	No	60	72,3%
		Yes	23	27,7%
	Mother	No	70	84,3%
		Yes	13	15,7%

### ***Parents' occupation***

Overall, the result of participants' family demographic profile questionnaire showed that most fathers were working and most mothers were not working. There were 91,6% of fathers who were working and only 8,2% of them who were not working. For the mothers, there were 41% of them who were working and 59% of them were not working. The participants' parents were not working because some of them were already passed away or divorced so the participants did not know what they did now. However, most mothers were not working because they were housewives.

The parents' occupation of participants varied. Most of participants' parents worked as farmer. There were 86,6% of fathers and 39,8% of mothers worked as farmers. Then, there were 2,4% of father worked as merchants and labours but only 1,2% of mother worked as merchants and none of mothers worked as a labour.

### ***Parents' educational background***

From the questionnaire result, it was found that most of the students' parents only graduated from elementary school. it was around 57,8% of fathers and 66,3% of mothers. Then, 33,8% of fathers and 20,5% of mothers graduated from junior high school. In the level of senior high school, there were only 10,8% of mothers and 8,4% of fathers graduated from there. Then, all fathers went to school but there were 2, 4% of mothers did not go to school. The biggest number of participants siblings was around 4 – 6 persons. They were 49,4%. Then, there were 34,9% of participants had siblings  $\leq 3$  persons. And the last, only 15,7% of participants had siblings  $> 7$  persons. Next, the biggest number of participants lived with 4-6 persons at home. They were around 65,2% of participants. Then, there were 27,6% of participants lived with  $> 7$  person. It was around 8 or 9 persons, even 14 persons. Last, there were 7,2% of participants lived with  $\leq 3$  persons. Besides, father, mother, and siblings, some



of the participants also lived with grandparents, brothers or sisters in law, niece or nephew, even aunt. That's why they lived with many people in one house.

In the questionnaire, I also sought information about participants' book collection. It was done in order to know whether the parents support the participants in term of book needs. The result showed that most of participants did not have book collections. It was around 48,2% of participants who had book collections. Then, although some of them had book collections, they only had around 0 – 10 books. They were 30,1% of participants. Next, there were 14,5% of participants had 11-25 books at home. After that, there were 4,8% of participants had 26 – 100 books. Unfortunately, none of the participants had 101-200 books at home. Surprisingly, there were 2,4% of participants that had > 200 books at home. However, most of the participants' books were about text books in the school, newspaper, or magazine. Only few of books were about other subjects like religion.

### ***Reading habit***

In the questionnaire, another information which was found was about reading habit in their family. I asked about their parents' reading habit. The result indicated that most of their parents did not like to read books. There were 72,3% of fathers and 84,3% of mothers' participants did not like to read book. There were 27,7% of fathers and 15,7% of mothers' participants liked reading. The participants explained further that their parents liked to read newspaper or religion books, even Qur'an. Furthermore, their parents did not read very often, they read sometimes, even rarely when they had time.

### ***Research Question (2): What is the level of students' motivation in learning English?***

There were four types of external motivation according to Deci and Ryan (1985) which were used in this study; *external regulation* (rewards or threats like teachers' praise or parental confrontation); *introjected regulation* (following the rules for not feeling guilty like rules against playing truant); *identified regulation* (engaging in an activity because of highly values and identifies with the behavior and seeing it usefulness like learning a language which is necessary to pursue one's hobbies or interests); and *integrated regulation* (involving choice behavior that is fully assimilated with the individual's other values, need, and identity like learning English because proficiency in it is part of an educated cosmopolitan culture one has adopted). Then, I distributed motivation questionnaire. To know about it, I interpreted the mean as follows:

**Table 10.** Mean score interpretation for variable in motivation.

Score interval	Category
1,00 – 1,79	Very low
1,80 – 2,59	Low
2,60 – 3,39	Fair
3,40 – 4,19	High
4,20 – 5,00	Very high

Below the result of calculation for mean and standard deviation (st.dev) and also the frequency of participants' respondent of each motivational variable by using SPSS v20.0. The participants' responses were represented in Likert scale. They are *Strongly Agree* (5), *agree* (4), *Not Sure* (3), *Disagree* (2), and *Strongly Disagree* (1).

*External regulation***Table 11.** Mean description for external regulation

External Regulation	5 (SA)	4 (A)	3 (NS)	2 (D)	1 (SD)	Mean	St.dev	Interpre- tation
1. I learn English because my teacher appreciates my English ability	15	21	31	15	-	3.44	.995	High
2. I learn English because my teacher ensures that I can learn English.	20	44	16	3	-	3.98	.765	High
3. I learn English because I want to get a good mark so that I can avoid my teachers' punishment	20	30	10	20	2	3.56	1.177	High
4. I learn English because my friends are clever at speaking English	10	35	16	17	5	3.34	1.118	Fair
5. I learn English because my friends want to help me learn English	19	42	8	10	3	3.78	1.054	High
6. I learn English because I want to get praises from my friends	4	7	13	49	10	2.35	.968	Low
7. I learn English because I want to avoid my parents' punishment	6	10	10	41	16	2.39	1.146	Low
8. I learn English because I want to get praises from my parents	6	15	16	33	12	2.63	1.160	Fair
9. I learn English because I want to make my parents proud of me	51	28	2	1	1	4.53	.721	Very high
10. I learn English because I want to fulfil my parents' expectation	28	35	12	6	1	4.01	.949	High
<b>External Regulation</b>	<b>179</b>	<b>267</b>	<b>134</b>	<b>195</b>	<b>50</b>	<b>3.39</b>	<b>.575</b>	<b>Fair</b>

Based on the result of the mean calculation, the mean category for each item was obtained. The result showed that among 10 items in the external regulation variable, there were 2 items got low category, 2 items got fair category, 5 items got high category, and 1 item got very high category. All in all, the mean calculation for all item indicated that the participants' external motivation in external regulation variable was fair with mean 3.39.

*Introjected regulation***Table 12.** Mean description for introjected regulation

Introjected Regulation	5 (SA)	4 (A)	3 (NS)	2 (D)	1 (SD)	Mean	St. dev	Interpre- tation
1. I learn English because I do not want disappoint my parents and teachers	35	35	5	5	3	4.13	1.021	High
2. My parents believe that I have to learn English to be an educated person	21	40	16	3	2	3.91	.905	High
3. I learn English because my teachers think that I am a good student	11	22	30	18	2	3.27	1.025	Fair

4. I learn English to show my ability to others	12	31	16	21	3	3.34	1.118	Fair
5. I learn English because I do not want to get a bad mark	28	47	3	4	1	4.17	.809	High
6. I learn English because I want to pass my exam and continue to the next level	30	39	8	4	1	4.13	.872	High
7. I learn English because it is one of the compulsory subjects	29	37	12	3	1	4.10	.869	High
8. I learn English because I feel bad if I do not learn it.	26	41	5	6	3	4.00	1.012	High
9. Being able to use English will increase my confidence	26	35	16	3	2	3.98	.942	High
10. I will be proud if I can speak English	49	30	1	2	1	4.49	.755	Very high
<b>Introjected Regulation</b>	<b>267</b>	<b>357</b>	<b>112</b>	<b>69</b>	<b>19</b>	<b>3.95</b>	<b>.608</b>	<b>High</b>

From the table above, the result showed that among 10 items in the introjected regulation variable, none of items got low. However, there were 2 items got fair category, 7 items got high category, and 1 item got very high category. In short, the mean calculation for all item indicated that the participants' external motivation in introjected regulation variable was high with mean 3.95.

### *Identified Regulation*

**Table 13.** Mean description for identified regulation

Identified Regulation	5 (SA)	4 (A)	3 (NS)	2 (D)	1 (SD)	Mean	St.dev	Interpre- tation
1. I learn English for the sake of myself	44	29	4	4	2	4.31	.949	Very high
2. I learn English because English is useful for me	32	39	10	-	2	4.19	.833	High
3. I learn English because I believe that it is important for me	27	44	9	-	2	4.15	.803	High
4. I learn English because I like the class atmosphere when I learn English	18	36	19	9	1	3.73	.964	High
5. I think that leaning English is very interesting	27	47	4	2	-	4.24	.661	Very high
6. I learn English because I want to understand English movies	18	35	15	13	1	3.68	1.029	High
7. I learn English because I want to understand English songs	17	41	16	7	2	3.77	.954	High
8. I learn English because I want to understand English magazine/	20	46	12	2	3	3.94	.902	High

newspapers/books								
9. I learn English because I want to understand Western cultures	11	26	25	17	3	3.30	1.062	Fair
10. I learn English because I want to be able to communicate with Western people	21	36	14	7	5	3.73	1.116	High
<b>Identified Regulation</b>	<b>235</b>	<b>379</b>	<b>128</b>	<b>61</b>	<b>21</b>	<b>3.91</b>	<b>.598</b>	<b>High</b>

According to table of mean calculation above, the result showed that among 10 items in the identified regulation variable, none of items got low category. But, there were only 1 item got fair category, 7 items got high category, and 2 items got very high category. To conclude, the mean calculation for all item indicated that the participants' external motivation in identified regulation variable was high with mean 3.91.

### *Integrated regulation*

**Table 14.** Mean description for integrated regulation

<b>Integrated Regulation</b>	<b>5 (SA)</b>	<b>4 (A)</b>	<b>3 (NS)</b>	<b>2 (D)</b>	<b>1 (SD)</b>	<b>Mean</b>	<b>St.dev</b>	<b>Interpre- tation</b>
1. I learn English because English is an international language	31	39	9	1	3	4.13	.921	High
2. I learn English because English is a language skill needed by everyone.	16	43	22	-	2	3.86	.813	High
3. I learn English because being able to use English is an international trend as many people learn English	14	36	24	6	2	3.66	.933	High
4. I learn English because being able to use English a sign of an educated person	18	36	22	6	1	3.77	.915	High
5. I learn English because being able to use English makes me feel an educated person	19	39	19	4	1	3.87	.872	High
6. I learn English because I want to be like my English teachers	38	31	7	4	2	4.21	.965	High
7. I learn English to enable me to a job that I want in future	24	36	15	6	1	3.93	.940	High
8. I learn English in order to get a good salary in future	18	42	16	6	1	3.84	.890	High
9. I learn English to help me to my future career	24	35	17	4	3	3.88	1.005	High
10. I learn English because my	20	30	18	12	2	3.66	1.080	High

future job requires English  
ability

**Integrated Regulation      222    367    169    49    18    3.88    .673    High**

Related to table of mean calculation above, the result showed that among 10 items in the integrated regulation variable, surprisingly, all items got high category. It meant that the mean calculation for all item indicated that the participants' external motivation in integrated regulation variable was high with mean 3.88

By looking at the mean of each type, it could be inferred that students' motivation for external regulation was fair (3.39), for introjected regulation was high (3.95), for identified regulation was also high (3.91), and for integrated regulation was still also high (3.88). If we put the four types of external motivation in the order, it could be concluded that most of the students had introjected regulation in the first order, and then identified regulation, next integrated regulation, and the last was external regulation in learning English. It meant that most of the students had motivation in learning English because of following the rules so they would not feel guilty if they did not do that.

### ***Research Question (3): What is the level of students' achievement in learning English?***

In gathering the data about students' achievement, I took the data from the result of the second semester test. Then, I distributed the scores based on the table of frequency distribution.

**Table 15.** Frequency of Students' Achievement

Score interval	Category	Frequency (f)	Percentage (%)
35 – 43	Very Poor	4	4,8%
44 – 52	Poor	13	15,7%
53 – 61	Weak	18	21,7%
62 – 70	Fair	28	33,7%
71 – 79	Good	11	13,3%
80 – 88	Very Good	7	8,4%
89 – 97	Excellent	2	2,4%
	<b>Total number</b>	<b>83</b>	<b>100%</b>

Based on the table of students' achievement above, most of the participants fall into fair category in which the scores were among 62-70. They were around 33,7% of participants. Then, there were 21,7% of participants in the weak category, 15,7% of participants in the poor category, and 4,8% of participants in the very poor category. Fortunately, there were 13,3% of participants in the good category, 8,4% of participants in the very good category, and only 2,4% of participants in the excellent category. Most of the participants were in the very poor – fair category. It meant that most of the participants got  $\leq 70$  in this second semester test. In fact, there was a passing grade for English lesson in this school. They were 75 for XI grader and 70 for X grader. Looking at the score, it meant that there were so many participants, almost half of the total number of participants, re-did the test because they could not pass the passing grade.

**Research Questions (4):** *Is there any relationship between family background and students' motivation and achievement at one Islamic senior high school in learning English?*

**Research Questions (5):** *How is the relationship between family background and students' motivation and achievement at one Islamic senior high school in learning English?*

This study aimed to examine the relationship between students' family background and students' motivation and achievement at one Islamic senior high school in learning English. In the inferential analysis, the family background which was meant in this study was parents' occupation and parents' educational background. The other data like family size, reading habit, and book collection became the supporting data that were used in the discussion. Later on, the inferential data was also supported by the interview data. To conclude, there were four hypotheses in this study. The analysis which was used in order to know the significant relationship between variables in this study was the Pearson product moment correlation ( $r$ ). The correlation or correlation coefficient, denoted  $r$ , is a pure number between -1 and 1 summarizing the strength of the relationship in the data. A correlation of 1 indicates a perfect predictable straight-line relationship, with higher values of one variable associated with perfectly predictable higher values of the other. A correlation of -1 indicates a perfect negative straight-line relationship, with one variable decreasing as the other increases.

The usual interpretation of intermediate correlation between -1 and 1 ( $-1 \leq r \leq 1$ ) is that the size (absolute value) of the correlation indicates the strength of the relationship, and the sign (positive or negative) indicates the direction (increasing or decreasing). The usual interpretation of a correlation of 0 is that there is no relationship, just randomness, the interpretation of  $r$  as follows:

**Table 16.** Interpretation of Pearson product moment correlation ( $r$ )

$r$	Interpretation
.00 - .19	Very weak
.20 - .39	Weak
.40 - .59	Moderate
.60 - .79	Strong
.80 - 1.0	Very strong

The basic making decision in seeing the significant relationship was by seeing the value of significance: if the significance value  $<$  (less) 0.05, then there is a significant correlation between variables and if the significance value  $>$  (more) 0.05, then there is no significant correlation between variables.

### ***The relationship between family background and motivation***

H<sub>01</sub>. There is no significant relationship between parents' occupation and students' motivation at Islamic senior high school in learning English.

H<sub>11</sub>. There is a significant relationship between parents' occupation and students' motivation at Islamic senior high school in learning English.

The result of the Pearson product moment correlation test showed that there was no significant correlation between parents' occupation and students' motivation. It could be seen by looking at the significance value, none of them was  $<$  0.05. So, it could be inferred that H<sub>01</sub> was accepted. Below is the result of the analysis;

**Table 17.** Pearson product moment correlation between parents' occupation and students' motivation in learning English

Correlation between two variables	R	Sig.
Fathers' job <math>\diamond</math> External regulation	-.053	.631
Fathers' job <math>\diamond</math> Introjected regulation	.028	.803
Fathers' job <math>\diamond</math> Identified regulation	.137	.218
Fathers' job <math>\diamond</math> Integrated regulation	-.073	.513
Mothers' job <math>\diamond</math> External regulation	-.072	.518
Mothers' job <math>\diamond</math> Introjected regulation	-.008	.946
Mothers' job <math>\diamond</math> Identified regulation	-.073	.511
Mothers' job <math>\diamond</math> Integrated regulation	.017	.881

Related to that table above, these findings also found that the value of the correlation between parents' occupation and students' motivation were very weak because all of  $r$  values were below .19. However, we needed to remember that the occupation of the students' parents was mostly farmer. It meant that almost all of them come from middle-low economic level family. So, it could be concluded that no matter what the parents' job was, it did not matter to students' motivation.

Furthermore, almost all correlation between two variables indicated the negative relationship. This data were also supported by the data of interview. Almost all of the interviewee stated that their parents' job did not have any connection to their motivation, on the contrary, their parents' job made them more motivated to continue learning. "Looking at parents' condition, I need to have spirit in study. I have to be more than my parents are. So, although my father is only a rubber farmer, I need to study diligently" said R2. Then, R12 stated "I think my parents job and my parents' educational background doesn't affect me and I feel I have to make them proud of me, so that, I have to keep studying. I have to study more diligently so I can be more than my parents are". R15 added, "My parents' occupation as farmer doesn't give any influence to me especially my motivation for studying. Moreover, it becomes my motivation to be more than my parents got." So, it is true that relationship between the students' parents' occupation and students' motivation was negative relationship, although their parents were only farmer they would keep continuing their study and made them more motivated. Their parents' occupation which was only farmer or they came from middle-low economic level became their big motivation to keep learning. The result showed the negative relationship between parents' occupation and students' motivation in learning English might explain that the lower their parents' occupation was, the higher students' motivation was.

H<sub>02</sub>. There is no significant relationship between parents' educational background and students' motivation at Islamic senior high school in learning English.

H<sub>12</sub> There is a significant relationship between parents' educational background and students' motivation at Islamic senior high school in learning English.

The result of the Pearson product moment correlation test indicated that there was no significant correlation between parents' educational background and students' motivation. It could be seen by looking at the significance value, none of them was  $< 0.05$ . So, it could be inferred that H<sub>02</sub> was accepted. Below is the result of the analysis.

**Table 18.** Pearson product moment correlation between parents' educational background and students' motivation in learning English

Correlation between two variables	R	Sig.
Fathers' Education $\diamond$ External regulation	.082	.460
Fathers' Education $\diamond$ Introjected regulation	-.013	.906
Fathers' Education $\diamond$ Identified regulation	-.009	.938
Fathers' Education $\diamond$ Integrated regulation	.010	.927
Mothers' Education $\diamond$ External regulation	.244*	.026
Mothers' Education $\diamond$ Introjected regulation	.241*	.028
Mothers' Education $\diamond$ Identified regulation	.209	.058
Mothers' Education $\diamond$ Integrated regulation	.175	.113

According to that table above, these findings also showed that the value of the correlation between parents' educational backgrounds and students' motivation were very weak because most of  $r$  values were below .19. There were three  $r$  values were weak. They were mothers' education  $\diamond$  external regulation (.244), mothers' education  $\diamond$  introjected regulation (.241), and mothers' education  $\diamond$  identified regulation (.209). On the other hand, based on the data of family demographic profile, the educational background of the students' parents was mostly graduated from elementary school. It meant that most of them came from low educational level family. Thus, it could be inferred that the students' motivation in learning English did not rely on their parents' educational background, especially in this case study.

Furthermore, the data were supported by the data of interview. Almost all of the interviewee said that their parents' educational background did not have any connection to their motivation, on the contrary, their parents' educational background made them more motivated to keep learning and continue their study to university level. Besides, their parents also motivated them to keep study and did not stop because their parents did not want them had the same condition like they had. R3 uttered, "My parents' condition affects me to study harder. I don't want to be like my parents. My parents keep motivating me to not being like them. They said I had to be more than like they are and I had to be greater. Let only us (father and mother) be like this. That's what they said to me". After that, R17 declared, "My parents' educational background becomes my motivation to be better. It is for making my parents happy. My parents only graduated from elementary school, my sister only graduated from junior high school, so at least I have to graduate from senior high school. If I have enough money, I want to continue my study in university". Additionally, R15 expressed, "My father's educational background which only graduated from elementary school has positive and negative impact to me. The negative impact is I feel not confident in front of my friends sometimes, but the positive impact is it motivates me to be better than my parents". So, it was true that although their parents were mostly graduated from elementary school, even few of their parents did not graduate from elementary school, they would keep continuing their study and made them more motivated to be better. Although, few students felt shy about their parents' educational background who only graduated from elementary school, their parents' educational background still became their big motivation to make their parents feel happy and proud of them.

### *The relationship between family background and students' achievement*

H<sub>03</sub>. There is no significant relationship between parents' occupation and students' achievement at Islamic senior high school in learning English.

H<sub>13</sub> There is a significant relationship between parents' occupation and students' achievement at Islamic senior high school in learning English.



The result of the Pearson product moment correlation test indicated that there was no significant relationship between parents' occupation and students' achievement. It was shown at the significance value; none of them is  $< 0.05$ . They were .618 (fathers' job  $\diamond$  English scores) and .645 (mothers' job  $\diamond$  English scores). So, it could be inferred that  $H_{03}$  was accepted. Below is the result of the analysis;

**Table 19.** Pearson product moment correlation between parents' occupation students' achievement in learning English

Correlation between two variables	R	Sig.
Fathers' Job $\diamond$ English Scores	.055	.618
Mothers' Job $\diamond$ English Scores	-.051	.645

Based on the table above, this finding also revealed that the value of the correlation between parents' occupation and students' achievement in learning English were very weak because those two  $r$  values were below .19. They were .055 for fathers' job  $\diamond$  English score and -.051 for mothers' job  $\diamond$  English scores.

$H_{04}$ . There is no significant relationship between parents' educational background and students' achievement at Islamic senior high school in learning English.

$H_{14}$ . There is a significant relationship between parents' educational background and students' achievement at Islamic senior high school in learning English.

The result of the Pearson product moment correlation test indicated that there was no significant relationship between parents' occupation and students' achievement. It was shown at the significance value; none of them was  $< 0.05$ . They were .444 (fathers' education  $\diamond$  English scores) and .344 (mothers' educational  $\diamond$  English scores). So, it could be inferred that  $H_{04}$  was accepted. Below is the result of the analysis;

**Table 20.** Pearson product moment correlation between parents' educational background and students' achievement in learning English

Correlation between two variables	R	Sig.
Fathers' Education $\diamond$ English scores	.085	.444
Mothers' Education $\diamond$ English scores	-.105	.344

According to the table above, these findings also showed that the value of the correlation between parents' occupation and students' achievement in learning English were very weak because those two  $r$  values were below .19. They were .085 (fathers' job  $\diamond$  English score) and -.105 (mothers' job  $\diamond$  English scores). Actually, these quantitative data were supported by the qualitative data which were gathered by interview. Parents' occupation and parents' educational background might not be the only factor which could affect the students' achievement or in this case the students' scores. If we saw back to see the participants' demographic profile, we would find that all the participants lived in the orphanage, not at home. Based on the interview data, they admitted that they moved to Jambi from their village and lived in the orphanage because of financial situation. R12 said, "I choose live in orphanage because of economic situation in which the financial is not enough for school". That situation made her parents suggested her to live in the orphanage. It was admitted by the parent. R12's mother said to the researcher, "My daughter has lived in the orphanage almost one year. However, we were often helped for her school before. I sent my daughter to the

orphanage because of the distance from our house to school is quite far for us. Furthermore, her father had just finished the surgery. Besides, sending her to the orphanage helps us for her meal”.

Even, few students lived in their employer's home. So, they went to school at morning – afternoon and work at afternoon – night. They did this also because of financial problem. R17 said, “My parents know that I live in house where I work. In fact, I already stop going to school because my parents couldn't afford it. So, I need to work first. Then, after I get a job, my parents allowed me to live in my employer's house and also continue my study. My employer suggested me to go to school in the morning and also work there. It is confirmed by the parent. R17's mother admitted, “My daughter lives with her boss in order to get money for school besides that her boss want to help her for her school. Furthermore, I am poor so I asked my daughter to work if she wants to go to school”. Then, the interviewee stated that they usually studied at night especially for those who lived in the orphanage and also after finishing their duty at work for those who worked as a babysitter. When the researcher asked about “*when do they usually study?*”, R17 said, “I usually study at night or at afternoon after I finished my duty.” Then, R14 said, “The situation when I want to study is usually so noisy. So that's why I usually study at night.”

Moreover, there was a student (R21) with his friend who moved to mosque for living, and one of his reasons was not focus for study when he lived in the orphanage. R21 said that, “I moved to mosque is my own willingness although there is an offer from head of orphanage to live there. I chose to move because I want to be more focus in the study. If I live at mosque with my friends, I will be focus because there are only two of us there. It's not like in the orphanage, so many persons.” When the researcher asked “*how many persons live in one room?*” R21 said that there were 18 persons in one room.

On the other hand, orphanage not only offered negative side to the students but also positive side. Like what most interviewee said, “In the orphanage we become more independent. If we live with family, we become spoiled person. We learned about disciplined” (R13). R12 added, “Living in the orphanage is happy because we have many friends. We can learn together and become independent.” Moreover, R22 said, “I become independent in study when I live in orphanage compare to when I live with my parents. There is a progress. I am lazy to study when I live with my parents.”

However, not all students could deal with situation in which they had to live with many people in one room. Thus, the time choices for study, the number of people, and the situation when they studied, actually, might relate to the students' achievement because it made them not focus when they studied and they did not study well.

## Discussion

The descriptive finding showed that most of the students come from the middle-low family in which mostly their parents worked as farmer (86.8% for father and 39.8% for mother). Even, most of the students' mother did not work (50.6%). They stayed at home as housewife. Then, both of father (57.8%) and mother (66.3%) mostly graduated from elementary school. There were few of mother did not go to school. However, none of them graduated from university.

Next, most of the students had many siblings (49.4%) and lived with quite many people in house (65.2%). That was around 4 – 6 persons. The participants' demographic profile also revealed about the book collection and reading habit. Most of the participants did not have book collection. It was around 48.2% and only 30.1% of participants who had book collection around 0 – 10 books and most of the books were textbooks for school. R13 said

"The book collection consists of dictionary and textbooks from my sisters when she studied at Islamic boarding school (pesantren)." R16 added, "I have many books at home and most of them are textbooks from my mother's sister and my mother when they studied at school. All of them are arranged at my grandmothers' cupboards." For reading habit, most of the students admitted that most of their father (72.3%) and mother (84.3%) did not have reading habit. However, their parents still advised them to read diligently although they did not being the role model. R14 said, "no one read diligently at home, my father is very rare to read newspaper. But, my parents ever said to me to read diligently in order to know the information." So, their eagerness to read comes from themselves. R15 said, "Having the urge to read comes from myself, my father never force me to read."

Then, this study also found about the students' external motivation in learning English. There were four types of external motivation which were used in this study; external regulation (rewards or threats like teachers' praise or parental confrontation), introjected regulation (following the rules for not feeling guilty like rules against playing truant), identified regulation (engaging in an activity because of highly values and identifies with the behavior and seeing it usefulness like learning a language which is necessary to pursue one's hobbies or interests), and integrated regulation (involving choice behavior that is fully assimilated with the individual's other values, need, and identity like learning English because proficiency in it is part of an educated cosmopolitan culture one has adopted).

By looking at the mean of each type, it could be inferred that students' motivation for external regulation was fair (3.39), for introjected regulation was high (3.95), for identified regulation was also high (3.91), and for integrated regulation was still also high (3.88). If we put the four types of external motivation in the order, it could be concluded that most of the students had introjected regulation in the first order, and then identified regulation, next integrated regulation, and the last was external regulation in learning English. It meant that most of the students had motivation in learning English because of following the rules so they would not feel guilty if they did not do that.

The data of students' motivation were supported by the data of their achievement in learning English. Based on the English scores for the second semester test in academic year 2014/2015, most of the students (48) got score  $\leq 70$  and only some of them (35) got score above 70. Then, the highest number of students (15) got score 70 for English subject. According to the distribution table, most of the students were in the fair category (28) with range of scores were 62 - 70 and weak category (18) with range of scores were 53 - 61. Actually, there were passing grade in the English subject, so students would be failed if they could not pass the passing grade. They were 75 for XI grade and 70 for X grade. There were only 7 students out of 37 XI's graders who passed the passing grade and there were only 20 students out of 46 X's graders who passed the passing grade. This data indicated that the students did not study in their maximum level, especially for eleventh graders.

The findings of this study also indicated about the relationship between variables, i.e. the relationship between family background and students' motivation and achievement in learning English. In this case, the family background which was meant was parents' occupation and parents' educational background. The result of Pearson product moment correlation test showed that there was no significant relationship between variables. It indicated that no matter what their parents' job and their parents' educational background were, it did not have any relationship to their motivation and their achievement. The relationship was in negative value, it showed that although they came from middle-low economic level family, they still had motivation to study; even their motivation was bigger after them looking at their parents' job and parents' educational background. The summary of Hypotheses testing was displayed in table 4.15.

Most of research findings (Ojimba, 2013; Attamimi and Rahim, 2011; Woessmann, 2004; Farooq et.al, 2011; Suleman et.al, 2012; Martha, 2009; and Barry, 2006) showed that family background especially parents' socio-economic factors have positive and significant relationship between the parental socio-economic status on students achievements and motivation at school. However, the findings of this study were on the contrary with that research findings. These study findings showed us the negative relationship in which although their parents' socio-economic factors were from middle-low level, the students still had high motivation but low achievement.

The students' statements in the interview session already explained it why it could happen. They stated that they wanted to be better than their parents. They really wanted to have a better life. They did not want to follow and had the same life like what they parents had. They wanted to make them happy, and proud of them. That was what they said and it became their big motivation in study. Moreover, their parents always advised them to study, although most of parents did not state specifically to study English just study in general. It also made them kept continuing their study. Their parents' educational background was also played an important role in their motivation. They did not want to graduate same like their parents. If their parents only graduated from elementary school, they had to be higher than that, at least, their graduated from junior high school or university.

Eccles et al. (1998) summarized four parenting factors had been traditionally identified as significantly shaping student motivation. First, it is *developmentally appropriate timing of achievement demands/pressure*. Unconsciously, parents tend to give certain target to their children to be achieved. However, sometimes the target is not in appropriate timing to be achieved. For example, parents tend to force their children to be able to read while actually it is not in the right timing for them to do it. Another example is parents often ask students to have greatest scores or possess first rank without considering their children's capability. On the other hand, in this study, the researcher did not find those sorts of parents. Mostly students' parents understood much about their students' capability so they did not give high demand instead of developmentally the achievement demands/pressure. R17 said, "When they saw my raport last semester, they hoped next semester I can be better and get second or first rank because I can get third rank now". R16 added, "I told to my parents that I got lower score then my mother would ask why I got it. My father would ask me to increase my score become 75 or 80 for example and get higher rank".

Additionally, two parents who were interviewed in this study also showed that they gave target to be achieved by their children and did not want to force their children much in the achievement. Mother of R12 confirmed, "I ever gave target to my daughter to be achieved. For example, last semester she got forth rank then I said that you needed to improve it and reached a better rank, don't stuck in the fourth rank. I often gave target to be achieved then I gave her something as a gift for her achievement". Then, Mother of R17 stated, "I ever gave target to be achieved like asking her to get better rank and better score."

Ideally, it seems good for parents to give target or demands for their children, so their children will do their best effort to achieve it. Indirectly, it might motivate them to study because their parents give a challenge in which they should face and overcome it. In the process of learning, the challenge, demand, or pressure which parents gave should be done it step by step, easier to more difficult. In this study, the parents already did it. The excerpt of the interview above showed it. They gave target to their children to increase their scores. They also gave target to get higher rank at class than before to their children. Even, they gave something like a gift for their children as a compliment or appreciation for their children's achievement. It was good. It hoped it could motivate their children to keep studying or learning, especially in English.

Next, it is **high confidence in one's children's ability**. Back to see the figure 1 (page 9) which displays model of parental influences on their children's motivation and achievement which is proposed and elaborated by Eccles and her colleagues (Barber & Eccles, 1992; Eccles, 1989, 1993; Eccles & Harold, 1993). There, it is clear that parents' confidence in children's ability will give influence on children's motivation and achievement. The parents' confidence in children's ability is included in box D (parents' child-specific beliefs). It influences the performance in box F (child outcomes). Thus, it could be inferred that parents' perceptions of child's ability which give the feeling of high confidence in it have its parts and play role in shaping the students motivation.

In this study, based on the data from interview session, the parents' perception varied. Mostly, their parents did not know about English, but they support their children to study although they did not state clearly to support their children in English. They just ask their children to study hard like what R16 said, "My parents never said to me to be focus in English subject, but they asked me to focus in study."

It is in line with what R17's mother's said to the researcher, "My daughter is good in Religion lesson. I think she doesn't know about English. For me, I don't know about English because I didn't go to school before so I don't understand but I think English is quite important for future." What R17's mother said showed that she did not understand well about her daughter's ability in English. She said her daughter did not know well in English while in fact her daughter was quite good in English. It seemed that some parents in this study did not know or did not confidence in their children ability in English. That's why they just asked them to be focused in study any subject.

Another parents' belief in their children's ability was their parents did not know their children's ability in English. But, they supported their children in study English and suggested their children to study English diligently. R6 said, "My father ever said to me to study English seriously because in my village there is no English subject, so I need to study English diligently."

And the last parents' believe was quite rare happened in this study because the parents knew about their children's ability in English and their children liked it, also they knew that English was important nowadays. They support their children to study. "My parents know that I like English and I want to be an English teacher. So they said if I like English, I have to study harder but if you want to take English course, just take it later because they don't have money now and it's still not certain whether I go to college later or not." said R20. Mother of R12 confirmed in the interview session that she understood well about her children's ability and strongly supported her daughter to learn English. She said, "my daughter is not really good in Math and quite good in English. For me, studying English is important for nowadays. It can make us communicate to others overseas and can help us financially. I strongly support my daughter to learn English. I ever sent my daughter to English course when she was at elementary school sixth grade although the course was not a good one." After that, it is **a supportive affectively family climate**. The students' parents actually supported their children so much in study although they did not state specifically giving support in English subject. They supported and advised their children to study hard in any subject. They would try to provide their students' learning needs like buying dictionary by sending them money. However, their children should be patient to wait for money. "If I have money, I will buy it (dictionary) by myself but if I don't have money I will ask to my parents and they will give the money if they have it" (R13).

Finally, it is **highly motivated role models**. Every teacher is a role model for their students, so every parent is also a role model for their children. Ideally, to support their children's learning English, parents need to be highly motivated role model at home.

However, the condition was they lived in the village where English seemed not as too important as in the city. Some of parents believed that English was important but they could not be a role model for their children because they did not know about English. So, they only suggested or advised their children to study English seriously for some reasons like looking for a job easily, communicating with people from overseas, etc. R4 said, "My parents never showed me any example in learning English. They just give me motivation to study." Another statement was expressed by R6. She said, "Father and Mother never showed me how to study English because there is no English at my hometown. But, they know English is important so they motivated me to study English." Interestingly, R22 said, "My parents never teach me English because they don't understand it, they teach me in another subject like religion subject." So, it was clear that most of the students' parents in this study seemed that could not be role model. Although, they did not understand English, they still highly motivated their children to study English.

For their achievement in English, this study finding showed us that there was no significant relationship between their family backgrounds especially their parents' occupation and their parents' educational background towards their achievement. Actually, although the family backgrounds like parental income, education, and family size appear as the family input related to students achievement (Levin, 1994; Hanushek, 2007), and also family seems to be one of factors that give significantly contribution to academic performance (Ali et.al, 2013), but that is not the only factor. There are other factors like teachers, peers, school, and culture and society in determining students' achievement and motivation related to social and cultural influences (Dornyei & Ushioda, 2011).

This study found that although they came from middle-low socio economic status but they had strong motivation in continuing their study. Their parents' condition became their big motivation to have a good life. Their parents' happiness and feeling of proud were the source of their motivation. That made them kept continuing their study. However, although the students had a big motivation to study, their achievement especially in English subject was still fair. Most of them could not pass the passing grade score. Many factors could affect this. Some of the factors already explained before like time choices for study, number of people, and situation when they study. All of them were related to the students' achievement. Besides parents' educational background and parents' occupation, Simich-Dudgeon and Weinstern-shr (2004 as cited in Ojimba, 2013) found that other socio-economic characteristics which were taken into consideration like income, median age, home ownership, and number of children. Students were more likely to succeed academically if their parents actively supported their learning.

They outlined some socio-economic roles of parents in students' achievement; first, ***provide a home environment that supports children's learning needs***. School is only the second home for the students. Their first home is their house where they lived. Gichara (2013) in her book mentioned one of tricks in building children' motivation in study was by providing a comfortable and calm environment to study for children and also giving facilities for study like providing stationary, textbooks, and others additional books. A study was also found an important role played by home-parental support. Shukla, Tombari, Toland, and Danner (2015) in their study indicated that at-home parental support for learning was significantly positively associated with students' academic motivation and persistence for math in the classroom, which in the long run, might improve high school students' mathematics achievement. In short, a home environment that supported students' learning needed to give benefits for students. In this study, the home for students was both the orphanage and their home because they spend much time there. Although the students lived in the orphanage, they also could still go back home to visit their parents or their parents

could go to the orphanage to visit them. So, the orphanage, in this case, should also support students' learning needs.

Providing books at home was one of efforts to give supports for students in learning. However, most of the students said that they did not have book collection at home. Although they had the book collection at home, the books were the old textbooks, magazines, newspapers, Al-Quran, etc. Their parents, actually, would give money (if they had it) to buy their children's learning needs in English like buying dictionary. However, some students tended to be reluctant to let their parents know about their leaning needs. In the orphanage, the students did not have many books to support their study. Surprisingly, few of them had ever taken an English course but not anymore now. Here below the responses from the students when the researcher asked, *"how do your parents provide facilities like dictionary, textbooks, or taking English course for you in learning English? And "do you have book collection at home?"* R5 said, "My parents never asked me to be master in English, but they gave everything that I need. When I needed a dictionary, they gave me money to buy it. However, I need to be patient to wait until they have that money. . . . I don't have any books collection at home and I never see my father and my mother read any book even newspaper instead of Al-Quran." A different opinion was conveyed by R6. She explained, "I deliberately didn't ask for money to parents. I have saved money with foster mother (ibu panti) for buying my learning needs. . . . In this orphanage, there used to be practicing computers, silat, and also studying English, Arabic, and other religious subject after Ashr prayer. But, it stopped around 1 year ago. The teacher didn't teach anymore because she has to go to college." Surprisingly, the students explained to the researcher that they ever asked to parents for taking English course, but the parents did not have money. It was expressed by R22. He said, "I ever asked to take English course to my parents but they do not have money to pay the course fee. So, I have to wait until they have money." R21 explained something different with others. He said, "I feel reluctant asking for money to my mother because I know that my mother surely will borrow money from others, so I usually use my saving to buy dictionary or another. But my foster father (bapak panti) used to ever send me to English course."

Second, it is ***volunteering in schools as aides or in other roles***. Parents' involvement at school is important. School is a place for learning process, a social interaction among students, teachers, and school staffs, and also a process to child's independence. Automatically, cooperation between parents and school is really needed to reach the goal of education at school. So, school is not only a place to leave their children without responsibilities (Gichara, 2013). Furthermore, some studies and articles (Alam & Nuraini, 2014; Bempechat, 1992; Usher & Kober, 2012; Desforges & Abouchaar, 2003; Hoover-Dempsey & Sandler, 1995) tended to speak that parents' involvement also played important role in determining their children's academic achievement. Looking at the situation in this school where the researcher conducted the study, it could be said that the parents' involvement in this school tended to be hardly found. There was not any activity or event where the parents' involvement was needed, for example parents' day, parents' meeting, etc. Parents would be come to school if their child got problem like playing truant. This situation was confirmed by the students who were interviewed by the researcher. Some of them said that as long as they lived and studied in Jambi their parents had ever come yet to Jambi, even only to see their school. Some others said that their parents ever came to Jambi, but they only saw the school from outside not came into the school. Also, some parents looked for information about school from the orphanage where their students lived. Other parents got the information from their children. As R3 said, "They knew about the school condition. They ever came to see the school but only looked at from the outside not came into the school."

They asked me about the school fee and they knew that it was paid by the orphanage.” Additionally, R12 confessed, “My parents never came to the school and did not know about the school, about the school fee. They only knew that it was paid by the orphanage.” In the interview session with the two parents of the students, they admitted that they never came into the school. One of parents said that they only looked at the school from the outside, never came into the school and talk to the teacher. Then, another parent said that she never came into the school because it was quite far from her house. R12’s mother said, “We ever come to the school but not enter it. We only see from the outside”. Then, R12’s father added, “We gave our trust to school to educate our daughter. So we already ‘gave’ our daughter to the school. We believe in the school will do the best. That’s why we do not come into the school”. On the other hand, R17’s mother confirmed, “We never came into the school. We only see the school from the photo that my daughter gave to me. Then I know the school from the story that my daughter talked to me”. Alam and Nuraini (2014) who conducted their research to 50 students from SMK Sultan Abdul Samad, Banting, Malaysia, found that parents’ socioeconomic condition might not important but the level of parental involvement and motivation may influence on students’ achievement in the English subject. It is supported by the research which was conducted by Bempechat (1992). Their research showed that when teachers and educational administrators were strongly committed to drawing parents into their children’s education, the academic outcomes for children could be very positive.

However, looking at the situation in this school in which their parents’ involvement was hardly to be found, some articles gave suggestion to parents. Hoover-Dempsey and Sandler (1995) said that although many children succeed in school even when their parents were not directly or actively involved in their education; the reason might include good teaching, positive relationship with other adults, personal resilience, and so forth. However, the article present a model suggesting that parents’ become involved primarily because (a) they develop a personal construction at the parental role that includes participation in their children’s education, (b) they have developed a positive sense of efficacy for helping their children succeed in school, and (c) they perceive opportunity or demands for involvement from children and the school. So, involving in children’s education seems to be a proof of parent’s responsibility. Desforges and Abouchaar (2003) explained that there was more indication that parental involvement activities and effects diminish as the child gets older but even for school leavers the effects were strong albeit perhaps less so on achievement and more so on staying on rates specifically and pupils’ educational aspiration more generally. Surprisingly, in the interview session with the parents, when the researcher asked about their opinion towards parents’ meeting at school, they stated that they supported that event and wanted to join. R12’s mother and father stated, “I think it’s important to conduct meeting with parents regularly. It’s a must. I will come and support that event. It is important to us for increasing our children’s achievement at school, knowing the progress of our children’s study, maintaining the relationship between parents and teachers, and knowing the school’s activity and event”. Then, R17’s mother uttered, “To me, the meeting is important for my daughter’s study and knowing the information the study and the needs. I will come if only there is someone who will pick me up because it is quite far from my house”.

All in all, it could be concluded that there was lack of parents’ roles in school activities. The parents did not know exactly about the school condition, the school facilities, or even what the school needed in order to increase students’ achievement. Surprisingly, the parents thought that their involvement at school was important and they wanted to support and attended it. However, they did not know how to do it because the school did not conduct it. Thus, although most of parents did not live in Jambi city, the school still needed to establish a



good rapport with parents because parents' involvement was one of factor which drew students' success in school.

Third, *monitor children's progress and communicate with other personnel*. Since the students lived apart from their parents, their communication with their parents was not as often as like those who lived with their parents. These students communicated by phone. They did it once a week, twice a week, even once a month, or very rare. Few of them could not communicate directly with their parents because their parents could not operate the mobile phone so they contacted other relatives for communication. Moreover, since these students lived in the orphanage so, ideally, there should be one or two persons to monitor the children's study and progress continuously. Unfortunately, the orphanage did not have them. At the orphanage, they were only monitored for prayer. For study, they should watch themselves. Actually, it was good but it was better if they had one, at least. When they communicated with their parents, the parents mostly asked about their condition and kept advising them to study and continuing their school. Some parents might be not asking about their children's school, their scores, their study, and their children also did not explain about it or their parents also kept advising them to study but did not ask about their scores. R3 confessed, "My parents only asked about my condition and money when they called me. They never asked about scores so I didn't tell them. At least, they advised me to study hard. . . . while at orphanage, there isn't anyone to remind us for studying, just reminding for prayer. So, for study, we have to warn ourselves". In addition, R2 said, "When I called my parents, they ever asked about my study now. It becomes better or just like used to be. They asked me to study harder but they never asked about my scores."

However, some others still monitored their children's progress through phone, asking their children's score and gave advice to increase it if the scores were low. R22 said, "They commented on my scores, they sometimes asked why my scores are lower. Then, they asked me to increase my scores. There are three subjects that they give attention, mathematic, English, and religion. They also commented my scores when they see my raport." On the other hand, other parents monitored their children progress only when they saw the raport of their children like R21 said, "When I go back to my hometown, I couldn't leave my raport here because my parents want to see that. My mother often commented on it. Last semester, my mother was angry to me because my English score is low. So, she asked me to increase it." In the interview session, the parents informed the researcher that they monitored their children's progress in study when they communicated with them through phone or met them face to face. R12's parents said, "We communicate with our daughter through phone or sometime my husband go there to see her. I often ask about her condition and her study, so does her score in order to know her progress especially after she did monthly test. I also pay attention to her raport." Then R17's mother stated, "I often communicate with my daughter through cellphone. Then, I usually ask about her study and her score. Sometimes, I also give advice if she got lower score."

Forth, *tutor children at home to reinforce work done in school*. Usually, the parents tutor their children at home in study during the time when they were still at elementary school or until they were in junior high school like what R14 admitted to the researcher, "They assisted me in study only when I was in elementary school." So, after their children were in the senior high school they did not tutor their children at home again, besides their children did not live with them. However, some parents never helped their children for studying at home although their children still living with them. It was because they worked and the children were reluctant to ask for help from their parents. They thought their parents might be tired and want to take a rest. So, they studied by themselves. As R3 stated, "My parents never helped me for studying when I still lived with them. I study by myself. They focused on

earning money". Then, R5 informed, "I never asked my parents helped when I did my homework when I was in junior high school because I knew that they were tired. So I feel reluctant to ask their help. At noon, they worked so, at night, they went to bed earlier because of tired. I often went to my teacher's home or studied with friends in doing homework". Another reason why their parents never assisted them when they did homework was because mostly the parents did not understand the subject. It might be caused by their parents' educational background. Their parents mostly graduated only from elementary school. So, their parents often assisted and tutor them during recitation of Al-Quran. "My mother never assisted me when I did my homework. She only assisted me when I recited Al-Quran. Maybe she just doesn't understand about any general subject" admitted R21.

What the students said was confirmed by two parents who were interviewed. About tutoring, one of parents admitted that she never helped her daughter in the study because she did not enter school so she did not understand about it. Thus, her daughter studied with her friends. R17's mother stated, "I never tutor her when she did her homework when she was in junior high school. She did not ask me because I did not understand. She did with her friends. But I often asked whether her homework already finished or not."

On the other hand, R12's parents did something different. They helped their daughter doing her homework. They said, "My husband always helped my daughter with her homework when she was in junior high school, especially Mathematics lesson. I sometimes helped my daughter in English lesson like translating some words. We can help her although not maximal because we graduated from senior high school. So, we know little about it." However, according to a review of the research literature on families and school motivation by Grolnick, Friendly, and Bellas (2009 as cited in Usher & Kober, 2012) suggested that even if parents were unable to assist their children with a specific subject area or skill, they could still play a vital role by encouraging students' feelings of competence and control and positive attitudes towards academic and they also could still be entirely aware and supportive of their children's academic progress. On the other hand, there were few parents who assisted their children when they were studying or doing homework. It might be related to their parents' educational background because their parents graduated from senior high school and junior high school. However, they did not tutor them at English subject. They assisted their children in other subjects. "I often came to my mother for help when I did homework" said R4. R12 added, "My parents sometimes helped me when I did homework or studied, but they only helped me in other subjects instead of English. I think they just don't know about English." Thus, looking at the result of interview, it could be inferred that the family, or in this case was parents, seemed to make critical contribution to children's motivation and achievement. The contribution which parents' could give beside a greater attention, motivation, and support in study were providing supportive home environment, providing students' learning needs, involving in any school activity, knowing well their children especially about their ability and interest then being confidence on it, being a good model for them, and keeping monitoring their students' achievement. This study found that there is no significant relationship between their family background towards students' motivation and achievement in learning English. Although the students came from middle-low economic family background, their motivation to study English was high. However, their achievement in learning English was still fair though, not to mention low.

On the other hand, this study also showed an indication why the students' achievement was still low. The interview session revealed that monitoring from their parents was still insufficient. Since they lived in the orphanage, the monitoring from the orphanage was also still insufficient, especially in studying. In short, the parents should keep monitor their children's achievement although they did it by phone. What they already did before like

seeing their report and commented on it was good. But, giving commented and involving in its process was better than only commented on the result.

## Conclusion

There were some findings in the study of family backgrounds towards students' motivation and achievement in learning English at one Islamic senior high school in Jambi City. First, mostly, the students came from the middle-low economic level family in which most of their fathers worked as farmer (86,8%) and mothers did not work or as a housewife (50,6%). Second, most of the students came from the middle-low educational level family in which most of their parents graduated from elementary school (father, 57,8% and mother, 66,3%). Third, most of the students had motivation in learning English in which the highest mean of external motivation type is introjected regulation (3.95) with category was high. Forth, related to the students' achievement, most of the students were in the fair category (33,7%) with range of scores were 62 – 70.

In accordance with the relationship between family background and students' motivation and achievement in learning English, the result of Pearson product moment correlation test showed; first, there was no significant relationship between family backgrounds (parents' occupation and educational background) and students' motivation at Islamic senior high school in learning English. Second, there was no significant relationship between family backgrounds (parents' occupation and educational background) and students' achievement at Islamic senior high school in learning English. Furthermore, this study found some data about the socio-economic roles of parents in students' achievement like providing a home environment that support children's learning needs, volunteering in schools as aides or in other factors, monitoring children's progress and communicating with other personnel, and tutoring children at home to reinforce work done in school. Based on the result of interview data analysis, it found that there were lacks of parents' roles in students' achievement.

Besides, this study also found some data which related to parenting factors in shaping student motivation like developmentally appropriate timing of achievement demands/pressure, high confidence in one's children's abilities, a supportive affective family climate, and highly motivated role models. Based on the result of interview data analysis, it also found that there were lacks of parents' roles in shaping students' motivation. Additionally, there were some findings which were also found in this study which are called emerging issues. Besides family background, it was found that there were other aspects which related to students' motivation and achievement. They were access to learning resources, learning process at previous level of education (SMP/MTs), peers' contribution, and classroom's condition.

Related to those findings, it could be concluded that this study, actually, did not in line with most previous studies in which the family background had significant relationship to students' motivation and achievement. However, the findings of this study enriched the finding of few previous studies in which they found that there was no significant or negative relationship between socio-economic status and students' academic achievement. It might be caused by the differences in many respects between Indonesia, especially Jambi and other countries where the research were conducted. Here, the cultural background might also give contribution in the students' attitude. In this study, all of the students were Moslem in which they were taught to respect to their parents and be grateful to any situation that they faced. It tended to make them had high motivation in study. They did not want to get too sad with the existing situation, so they chose to focus to their study as a way to change their life for the

future. Furthermore, this study was conducted in a private Islamic school in which most of the students lived in the orphanage. So, the parents did not give contribution directly to their children like what other parents did to their children who lived with them, for example tutoring them at home. It might relate to students' achievement.

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